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Evaluability Assessment of Library Services

Planning Services

Alberta

Alberta Education

Evaluability Assessment of Library Services

Final Report

by

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June 1985

Acknowledgements

We would like to thank Alberta Education staff members who contributed to the completion of this study. We gratefully acknowledge the support and guidance of the members of the steering committee:

Martin Adamson - Media and Technology Branch
Dave Laing - Computer Systems and Data Base Management
Collins Meek - Corporate Information Systems
John Myroon - School Book Branch
Gerry Wilson - Calgary Regional Office
Gary Zatko - Policy Analysis and Development

We would also like to express our gratitude to the regional office, branch and provincial school representatives who assisted us in our endeavor. All divisions within the department were represented.

Finally, we would like to thank Kim Berg for her assistance in printing this report on a LaserWriter printer which was made available to us by Apple Canada Inc.

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Introduction

Library services include the services and information resources provided to Alberta Education staff by the central library and the seven decentralized libraries: the five regional office libraries (Calgary, Edmonton, Grande Prairie, Lethbridge and Red Deer) and the two provincial schools (Alberta Correspondence School and the Alberta School for the Deaf).

This report presents the findings of the evaluability assessment of Alberta Education's library services. The primary purpose of this procedure is to ensure credible and useful evaluations. An evaluability assessment determines the extent to which a program's structure is amenable to an effectiveness evaluation. This requires:

- the program to be clearly defined and implemented in a prescribed manner;
- clearly specified objectives and effects; and
- plausible causal linkages.

The evaluability assessment (EA) is the first phase of a three-phase evaluation of library services. The other two phases are:

Phase Two: an external effectiveness evaluation to determine the manner and extent to which the program achieves its goals or produces effects

Phase Three: an internal review of the program, a synthesis of the results of the effectiveness evaluation and the review, and the development of a long-term (3 to 5 years) action plan for library services

The EA provides a **plan** of **how** phases two and three will proceed and **what** they will include.

The evaluability assessment included a review of the structure of library services, identification of evaluation issues and the development of approaches for conducting the evaluation. This report presents a profile and description of library services, the evaluation issues, the options for evaluating the program and the recommendation for the effectiveness evaluation.

The EA was conducted by the study team under the direction and guidance of Leonard Rutman. The first two days of training (June 4 and 5) provided the group with an orientation to and overview of EA. The study team was trained in the development of a documents model and subsequently prepared one for library services. The central library manager was interviewed to clarify the documents model and to aid in identifying evaluation issues.

Between the first and second training sessions, the project coordinator interviewed representatives from the regional offices, branches and the provincial schools in order to clarify the emerging program model and to identify additional evaluation issues. During the second training session (June 13 and 14), the program model and evaluation issues were reviewed. Priorities were assigned to the evaluation issues by the director of the Financial and Administrative Services Branch. These issues were then organized into four evaluation options to examine the program, its delivery, potential new services and the optimal technological configuration for library services. For each of these four options, the study team suggested appropriate methodological approaches.

Profile

This chapter presents a profile of library services. It includes the background, the mandate, the organization and the allocated resources.

Background

Alberta Education's central library dates to 1971 when it was developed to provide a resource base for departmental staff. Over the years, the services have expanded to include the department's published documents and research reports, and specialized reference collections. Cataloguing of professional resources was done by the central library.

As the curricular resource collections in the regional offices expanded, the Key Word out of Context (KWOC) system for organizing these resources was implemented In 1977. This resulted in four of the regional offices (Edmonton, Grande Prairie, Red Deer and Calgary) hiring library technicians to organize and maintain their collections.

In 1979, the central library acquired a terminal and modem and began accessing commercial databases (DIALOG and ORBIT) for reference information; the central library currently accesses 16 systems. Departmental requests for on-line searches are coordinated through the central library. Utilizing the technological advances to identify and retrieve information has brought considerable change to the central library's ability to provide reference and information services to the department.

In 1982, the central library signed a contract with UTLAS (University of Toronto Library Automation System) to develop and maintain an information database of resources acquired and produced by the department. This initiative resulted in providing access to departmental resources by all Alberta Education staff. Developing the department's UTLAS database required that all existing resources in the collection be retrospectively converted to MARC (machine readable cataloguing) and AACR II (Anglo-American Cataloguing Rules II) format and use of the Library of Congress classification system so that resources would be accessible to all subscribers on the participating system. Thus began a period of intensive conversion of the existing manual cataloguing system to the automated system of the department's information resources. An inventory was completed of all professional resources located in the central library, the five regional office resource centres and the Alberta School for the Deaf. The conversion of the curricular resources indexed In the KWOC system began in January 1983 and is partially completed. Since the introduction of automation in 1982, the Alberta School for the Deaf and the Alberta Correspondence School collections are being organized by the central library.

In July 1983, the central library acquired the INNOVACQ On-line Acquisition System. This microcomputer-based system interfaces with UTLAS and maintains the order files for books, periodicals, and the curriculum evaluation resources ordered through the central library.

The changes in the acquisitions, cataloguing and reference services have resulted in a need to examine the new roles and responsibities of the department's library staff and resources, and to identify the ways that the service to the department can be improved so that all staff members have equal access to the potentially limitless resources of the global network. Examination of the service itself will provide information to assist in making decisions about the direction that library services should take within the department.

Mandate

The mandate for library services was stated in the March 1, 1977 memo from the Deputy Minister to the Associate Deputy Ministers, Directors and Responsibility Centre Heads. The policy established by Directors' Council indicated that:

- All materials purchased with government funds were to be inventoried by the library or resource centre and could then be kept in an employee's office on an extended loan basis if necessary.

- All materials donated to the employee's position and intended to be used for the instruction of children or intended by the publishing company to be used by the employee for inservice, workshop or display purposes were to be considered the property of the Government. These materials were to be reviewed by the employee as to their suitability before placing them in the library or resource centre for cataloguing. Periodic reviews of such materials were to be carried out by the employee to keep the collection relevant.

- Within Alberta Education, any materials acquired under the above two clauses were to be made available to any employee of the department through the library or resource centre.

- Employees who requested the searching for information and/or the collecting of items identified, for a use not connected directly with their work for Alberta Education, were to submit a request on a form ahead of time to the librarian who would make a decision in consultation with the Associate Deputy Minister (Support Services) as to the legitimacy of that request.

The curriculum materials database was established to implement the mandate, approved by Directors' Council November 6, 1977, for purchased and donated resources located in the regional offices. The Key Word Out of Context (KWOC) indexing program was to be used to record and provide access to these curriculum materials. The change from the KWOC to the UTLAS system using Library of Congress classification was negotiated with the regional office directors and consultants.

The expansion of the central library's services, such as the acquisition of authorized curricular resources and the development of the curriculum evaluation database, has resulted from the automation of services and was formalized through functional relationship statements with the respective branches.

Alberta Education was reorganized in 1983 to decentralize decision making and to make it more responsive to local needs. Subsequent initiatives such as the **Management and Finance Plan** and the **Secondary Education Programs Review** have also changed the roles of departmental staff whose information needs may change as a result of these new responsibilities.

Organization

The eight departmental libraries (central, five regional offices, Alberta Correspondence School and Alberta School for the Deaf) report to different divisions within the department. The central library is located in the Financial and Administrative Services Branch of the Finance and Administration Division while the remaining libraries report to their regional office or to the school; regional offices and provincial schools are located in the Delivery Division.

Figure 1 presents the departmental library network. All libraries interact with the central library and among themselves. The communication among the libraries is done verbally by telephone, in writing through the government courier, or on-line to the central library's acquisition system. The decentralized libraries can access the resources in the other departmental libraries by using the book and comfiche catalogues; they can access book and periodical order files by accessing the central library's acquisition system either on-line or from printouts. Only the central library has on-line access to external database systems.

The central library currently completes the acquisition and cataloguing for the decentralized libraries which use the services. Once the resources are catalogued, they are sent to the library which ordered them and the resources are listed in book and comfiche catalogues. Each library is responsible for organizing and maintaining its collection.

Periodicals are ordered through the central library's automated acquisition system and are processed and routed to the departmental libraries. These periodicals are listed in the weekly contents publication and sent to the professional and managerial staff requesting this service. Requests for articles are filled by the library holding the periodical.

Information requests by departmental staff are directed to their local librarian who can assist in locating and retrieving the desired resource in Alberta Education's libraries, or from other government libraries, local educational institutions and public libraries. Resources from these other libraries can be borrowed through interlibrary loan. Staff can also be directed to the central library if the desired resource is not available from these libraries. The central reference librarians search for the desired item by accessing information networks (manual and on-line) and then retrieve it for the staff member.

Resources

For the fiscal year ended March 31, 1985, Alberta Education spent $1.38 million for library services and information resources. This figure includes:

- the cost of the central library operation;
- the start-up costs for the Alberta Correspondence School library;
- 640 expenditures for regional offices, branches and provincial schools*;
- the cost of staff to maintain the decentralized library collections.

Subtracting the start-up expenditures for the Alberta Correspondence library leaves an annual library services' operating cost and purchase of information resources within the department at **approximately $1.1 million.**

The central library employs 12 full-time staff while the decentralized libraries (the regional offices, ACS and ASD) employ an additional 7 full-time equivalents for a total of 19 full-time equivalent staff members.

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*640 expenditure codes for the Alberta Correspondence School and the Alberta School for the Deaf include student textbook materials in addition to library materials.

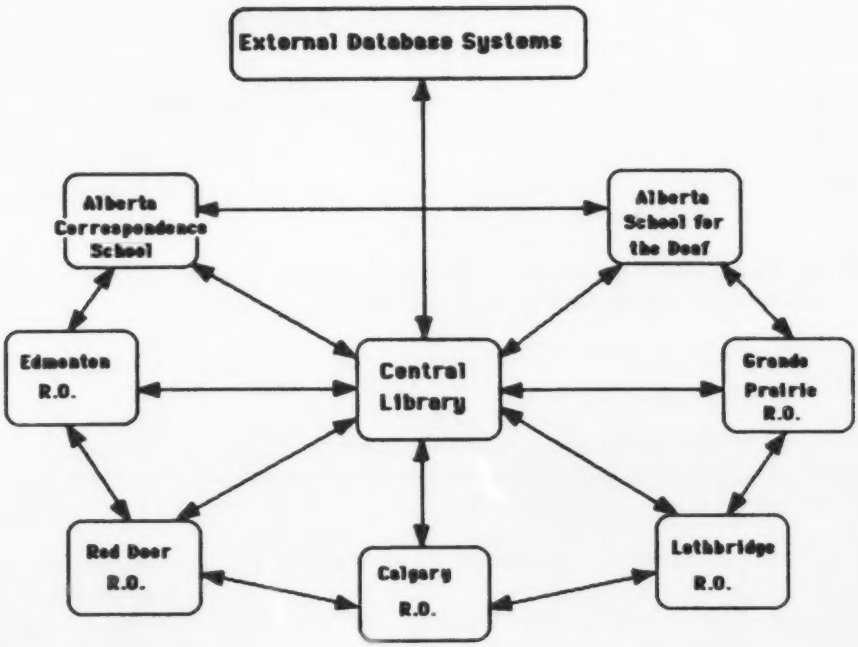

Figure 1

Departmental Library Network

Description

This chapter presents the library services model which was developed through analysis of the documents, interviewing Alberta Education personnel and examining the program in operation.
Figure 2 presents the resulting library services model which consists of components, outputs and objectives/effects. The following definitions apply to the model:

- **A program** is a group of resources and activies, and their related direct outputs, undertaken pursuant to a given external objective or set of related objectives and administered by a department or agency of government.

- **A component** is a subset of the program which can be linked to external objectives/goals and is a suitable focus for evaluation.

- **Outputs** are the goods and services produced by program personnel and distributed outside the program organization.

- **Objectives** are purpose statements which indicate what is to be accomplished in terms of impacts and effects, not outputs or work processes.

- **Effects** are the intended and unintended consequences of a program including formally stated objectives.

There are five components in the library services model: collection, databases, network, reference (all four are interrelated) and audiovisual equipment. Each component produces at least one output. The outputs for each component are:

Collection	**Databases**	**Network**	**Reference**	**Audiovisual Equipment**
specialized	UTLAS	uses by AE	information	types
professional	catalogues	uses by others		
curricular	specialized			

The specific objectives of the four interrelated components are to:

- optimize information sharing
- optimize utilization
- reduce duplication and
- increase time efficiency

All five components exist **to meet users' needs.**

The elaboration of the model describes more fully the program's components, outputs and objectives/effects and the linkages among them.

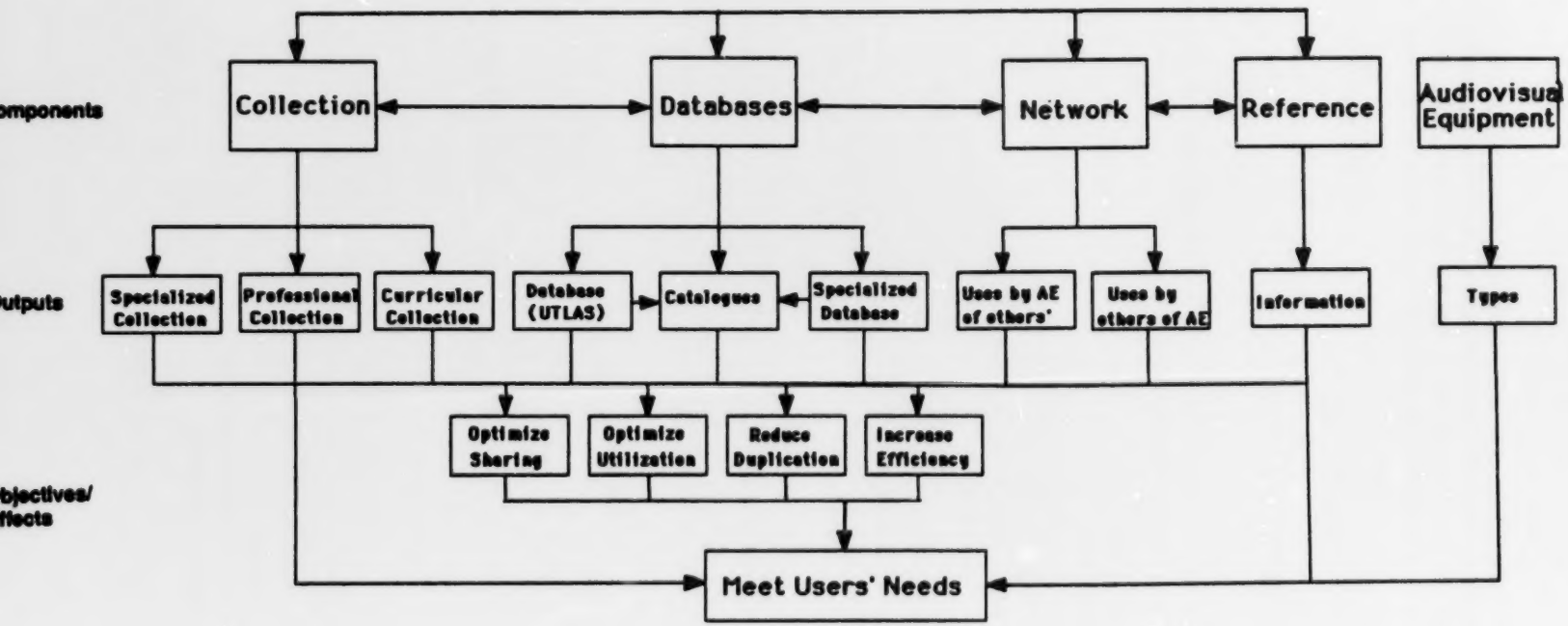

Figure 2

Library Services Model

Collection

The collection contains information resources which are frequently used in the department. The major part of the collection is located in the central library with smaller parts decentralized to the regional offices, provincial schools (Alberta Correspondence School and the Alberta School for the Deaf)and some branches; the decentralized resources are required to meet the unique needs of staff in these locations.

OUTPUTS

Specialized Collection
- AE published documents
- Legislative Acts
  - Alberta and other provinces
- Reference resources
- ERIC
- Micromedia
- Educational Testing Service
- Publishers' catalogues
- Selection aids
  - bibliographic verification
  - identification
  - books
  - periodicals
  - on-line databases

Professional Collection
- Books
- Monographs
- Periodicals
- AV resources

Curricular Collection
- Authorized curriculum resources
- Authorized courseware
- Curriculum resources in
  - evaluation process
  - pilot process
- Curriculum guides
  - Alberta and other provinces
  - current and historical
- Diploma exams
  - answer keys
  - analysis of results
- Curriculum development library
- Special education resources
- School library resources
  - Alberta Correspondence School
  - Alberta School for the Deaf

OBJECTIVES/EFFECTS

Optimize information sharing
- degree of reliance on other sources of information

Optimize utilization
- frequency of use

Reduce duplication:
- resources
- user time
- staff time

Increase time efficiency
- user time

Meet Users' Needs
- availability of information
- ease of access
- appropriateness of material
- speed in meeting request
- need for service

Databases

The databases list the information resources and their locations within the department. Manual access to the databases for all regional offices, provincial schools and branches is through the print and comfiche catalogues which are produced on a quarterly basis. The central library accesses the database on-line through UTLAS or from in-house databases for the most up-to-date information on the department's collection.

OUTPUTS

Database (UTLAS on-line)

- Departmental resources listed in internationally standardized MARC and AACR II format:
  - specialized materials
  - books
  - monographs
  - periodicals
  - curriculum resources
- Library and branch location of AE resources
- Reference services
  - on-line identification
  - location and
  - retrieval of resources from participating libraries and research institutions on UTLAS
- Bibliographic verification for acquisition
- Departmental libraries participating in UTLAS

Catalogues (print and comfiche)

- Lists of AE monthly acquisitions
- Listing of location of AE holdings on quarterly basis
- Resources listed under:
  - title
  - series
  - subject
  - curriculum course name
  - author
  - Library of Congress
- Specialized collection and location
  - authorized curriculum resources
  - Alberta Correspondence School
  - Alberta School for the Deaf

Specialized Databases

- On-line identification and retrieval of:
  - AE documents and print ca[illegible]gues
  - monthly acquisition listings

OBJECTIVES/EFFECTS

Optimize information sharing
- degree of reliance on other sources of information

Optimize utilization
- frequency of use

Reduce duplication:
- resources
- staff time
- user time

Increase time efficiency
- user time
- staff time

Meet users' needs
- reduce need to purchase
- reduce cost to department
- facilitiate identifying resources
- increase access to resources

Databases (continued)

Legislative acts listings
Reference/referral listing of requests by
subject
branch
tracking of interlibrary loans
Professional development
user information profiles
SDI (selected dissemination of information)
scanning and monitoring

Network

The network is the method whereby the department has access to information resources beyond those of its own collection. By participating in a cooperative system, Alberta Education can obtain resources from provincial, national and international members of the system. This provides staff with potential access to information resources from virtually anywhere in the world.

OUTPUTS

Uses by AE of others' resources

Contract for use of services

Commercial databases
16 with 50 files each for a total of 800 files
Research databases
UTLAS (300 files)

Participants in cooperative system

Departmental
UTLAS departmental file
Provincial
ASIST (ABS)
government libraries
college libraries
U of A education library
educational institutions
National
provincial departments of education and Canadian libraries via UTLAS, INET, DOBIS
research institutions
Micromedia
National Library of Canada
International
ERIC Clearinghouse

OBJECTIVES/EFFECTS

Optimize information sharing
degree of reliance on other sources of information

Optimize utilization
frequency of use

Reduce duplication:
resources
staff time
user time

Increase time efficiency
user time
staff time

Meet users' needs
most current information
availability of global resources
equal access to all departmental collections

Network (continued)

Document retrieval/electronic messaging

Contract for use of service
- ENVOY
- UTLAS
- CANOLE (CISTI)
- INET
- ERIC

Participant in cooperative system
- Government courier
- RITE
- Mail

Uses by others of AE's resources

The same uses described under *participants in cooperative system* above for AE staff since network members share resources where possible.

Reference

Specialized library personnel provide reference services to assist departmental staff in locating and retrieving information resources required to meet their unique needs. Through the interactive capability of the network, it is possible to identify the most current information available on a specific topic area in a quick and efficient manner; this reference service frees departmental staff from searching tasks so they can concentrate on interpreting the information.

OUTPUTS

Information

Types

Manual
On-line
- bibliographic
- full text
- numeric

Quality of each type

Timely
Current

OBJECTIVES/EFFECTS

Optimize information sharing
- locate and retrieve existing information

Optimize utilization
- reuse of identified and retrieved information

Reduce duplication:
- resources
- staff time
- user time

Reference (continued)

Specific to topic
Useful
Accessible (retrievable)

Users of Information

Regional offices
Central office
Administrators
Financial personnel
Planners
Evaluators
Curriculum developers
Researchers
Learning resources officers
Delivery personnel
Teachers (ACS, ASD)
Research groups
Ad hoc committees
External users

Increase time efficiency
- coordinate users' requests
- reduce turnaround time

Meet users' needs
- reduce user's search time
- more effective access to quality information
- facilitate identification of information
- locate available information
- efficient information retrieval
- identification of new sources of information
- referral to other research sources

Audiovisual Equipment

Audiovisual equipment is maintained in the central library for the use of departmental staff in examining audiovisual resources so that they can be evaluated and appropriate ones acquired. This also provides staff with functioning equipment which can be used in making audiovisual presentations.

OUTPUTS

Types of Equipment

16 mm projectors
VTRs and monitors
filmstrip projectors
overhead projectors
other AV equipment

OBJECTIVES/EFFECTS

Meet users' needs

- facilitate evaluating resources
- facilitate presentations
- increase efficiency
- minimize breakdown
- decrease frustration
- reduce duplication of services

Issues

The second step in evaluability assessment is to identify evaluation issues. This was accomplished through interviews with the central library manager and Alberta Education staff members from the regional offices, branches and provincial schools. More than 25 people were asked to identify evaluation issues.

These issues were then compiled by the study team and assigned to one of four types: program rationale, program effectiveness, program design and delivery, and alternatives. Three types of action were recommended: no action, an effectiveness evaluation to be undertaken in phase 2 of the evaluation, or a management review to be undertaken during phase 3 of the evaluation. The reason a particular type of action was recommended for each issue is included.

Issues	Type of Action Recommended			Reason
	No Action (NA)	Effectiveness Evaluation (EE) **Phase 2**	Management Review (MR) **Phase 3**	
Rationale				
Importance of each component	•			All components are considered essential. EE will indicate extent to which services are meeting users' needs.
Adequacy and distribution of resources (dollars and staff)			•	EE of other issues and MR of this issue should identify need for changes in resources.
Relationship among information units (CIS, CSDBM, RS, CB)*			•	Management can address this issue at any time.

*** CIS (Corporate Information Systems); CSDBM (Computer Systems and Data Base Management); RS (Records Services); CB (Communications Branch).**

Issues	Type of Action Recommended: No Action (NA)	Effectiveness Evaluation (EE) Phase 2	Management Review (MR) Phase 3	Reason
Effectiveness				
Meeting users' needs through each component		•		EE will demonstrate quality of service.
Achieving objectives of each component		•		EE will demonstrate quality of service.
Who uses the library (user)?		•		This is related to the location; use could influence funding.
What are the uses of the library?		•		EE will illuminate uses; it will build on uses by specific users.
Design and Delivery				
Appropriateness of locations		•		EE will determine whether arrangement results in appropriate services for regions (ROEs and ACS, ASD).
Appropriateness of organizational arrangement		•		EE will address the efficiency and coordination issues.
Efficiency of LS			•	MR (phase 3) an operational audit could identify the costs and the best value for the available funds.

Issues	Type of Action Recommended: No Action (NA)	Effectiveness Evaluation (EE) Phase 2	Management Review (MR) Phase 3	Reason
Alternatives				
Centralization/ decentralization		•		EE will indicate the quality of services to ROEs and ACS, ASD.
Cost savings			•	MR (phase 3) will assess the need and feasibility of cost savings. EE will help shed light on the issue.
Greater reliance on network to provide information			•	MR (phase 3) will make policy choice; opportunity for cost savings.
New services		•		EE will identify new services considered to meet users' needs better.
Optimal technological configuration			•	EE will determine how to enhance the effectivess of library services; OTC will be determined in phase 3.

Options

Once the issues had been identified, they were reviewed to determine which ones should be included in the external effectiveness evaluation to be undertaken during phase 2 of the evaluation. Those considered to have top priority were organized into options for further investigation.

The four options considered to have top priority included the issues related to the **program**, the **delivery** of the program and **two of the alternatives** --new services and optimal technological configuration. The first two options capture the main concerns of the staff members who were interviewed. The last two options are concerned with the potential for enhancing the service for Alberta Education staff. The suggested approach for each as well as the questions to be addressed are reported for each evaluation option separately.

Option 1: Program

The first option is an evaluation of the program itself. The suggested approach involves three major activities: examination of library **documents**; development of a **questionnaire** to be administered to all professional and managerial staff in Alberta Education; and **interviewing** a sample of staff members from the regional offices, branches and provincial schools. The key questions and the suggested method for answering them are listed below.

Program		Suggested Approach		
		Questionnaire all professional/managerial staff	Interview sample	Documents library
1.1	Who are the users of AE libraries?	•	•	•
1.1.1	central			
1.1.2	regional office			
1.1.3	Alberta Correspondence School			
1.1.4	Alberta School for the Deaf			
1.1.5	branch			
1.2	What are the uses of the library?	•	•	•
1.2.1	reference			
1.2.2	resources			
1.2.3	referral			
1.2.4	orientation			
1.2.5	inservice			

Program		Suggested Approach		
		Questionnaire all professional/managerial staff	Interview sample	Documents library
1.3	To what extent are users' needs met in the departmental libraries?	•	•	
1.3.1	central			
1.3.2	regional office			
1.3.3	Alberta Correspondence School			
1.3.4	Alberta School for the Deaf			
1.3.5	branch			
1.4	How does each component contribute to users' needs?	•	•	
1.4.1	collection			
1.4.2	database			
1.4.3	network			
1.4.4	reference			
1.4.5	audiovisual equipment			
1.5	To what extent are the immediate objectives met?	•	•	
1.5.1	optimize information sharing			
1.5.2	optimize utilization			
1.5.2	reduce duplication			
1.5.4	increase time efficiency			
1.6	How does each component contribute toward achieving the objectives?	•	•	
1.7	Which users derive the greatest/least benefit?	•	•	

Option 2: Delivery

The second option consists of examining the organization of library services, that is, how the services are delivered. The suggested approach includes using the **questionnaire** developed for option one, **interviewing** all library services (LS) staff in the central and decentralized libraries, and examining library and database **documents**.

Delivery	Suggested Approach		
	Questionnaire*	Interview all LS staff	Documents library database
2.1 How are components implemented in the central, regional office, provincial school (ACS and ASD) and branch libraries?		•	
2.1.1 collection			
2.1.2 database			
2.1.3 network			
2.1.4 reference			
2.1.5 audiovisual equipment			
2.2 To what extent is there appropriate or inappropriate duplication of holdings in departmental libraries?			•
2.2.1 central			
2.2.2 regional office			
2.2.3 Alberta Correspondence School			
2.2.4 Alberta School for the Deaf			
2.2.5 branch collections			
2.3 How are services implemented in the central, regional office, provincial school (ACS and ASD)and branch libraries?		•	
2.3.1 acquisitions			
2.3.2 cataloguing			
2.3.3 information and reference services			
2.3.4 maintenance of collections			

***The questionnaire for professional and managerial staff.**

Delivery		Suggested Approach: Questionnaire*	Interview all LS staff	Documents library database
2.4	Are there gaps in services?	•	•	
2.5	Are services coordinated between the central and other AE libraries and branches?		•	
2.5.1	acquisitions			
2.5.2	cataloguing			
2.5.3	information and reference services			
2.5.4	maintenance of collections			
2.6	Are staff referred to the other information units when appropriate?		•	
2.7	Is there inappropriate and/or costly duplication of services?		•	
2.7.1	acquisitions			
2.7.2	cataloguing			
2.7.3	information and reference services			
2.7.4	maintenance of collections			
2.8	Who is responsible for library services in the central, regional, provincial school and branch libraries?		•	
2.8.1	acquisitions			
2.8.2	cataloguing			
2.8.3	information and reference services			
2.8.4	maintenance of collections			
2.9	Does the central library meet regional library needs in a timely way?	•		•

***The questionnaire for professional and managerial staff.**

Option 3: New Services

The third option is concerned with identifying new services which the libraries might provide. The method of determining the need and anticipated benefits of potential new services includes: asking professional and managerial staff these questions through the **questionnaire**; **interviewing** the LS staff, as well as recognized library experts; and examining library **documents** and the literature.

New Services		Suggested Approach		
		Questionnaire*	Interview LS staff library experts	Documents library literature
3.1	Is there a **need** for the following services?	•	•	•
3.1.1	scanning and monitoring publications to notify users			
3.1.2	processing/interpreting information			
3.1.3	reformatting bibliographies to meet specific requests			
3.1.4	staff orientation			
3.1.5	on-line access by regional/school libraries to databases			
3.1.6	communication link between user and service			
3.1.7	other services			
3.2	What are the **benefits** of these services?	•	•	•
3.2.1	scanning and monitoring publications to notify users			
3.2.2	processing/interpreting information			
3.2.3	reformatting bibliographies to meet specific requests			
3.2.4	staff orientation			
3.2.5	on-line access by regional/school libraries to databases			
3.2.6	communication link between user and service			
3.2.7	other services			

***The questionnaire for professional and managerial staff.**

Option 4: Optimal Technological Configuration

The final option is to determine the optimal technological configuration for library services. The suggested approach for this option is to engage a **library automation expert** to assist with this task. A **literature review** of this area would also be helpful in determining the optimal technological configuration of library services.

Optimal Technological Configuration		Suggested Approach	
		Library Automation Expert	Literature Review
4.1	To what extent should technology be used to identify information sources (databases)?	•	•
4.2	Should there be a circulation module on the system at regional office and provincial school libraries for tracking resources?	•	•
4.3	Should there be on-line access from regional and provincial school libraries to facilitate equal access to all users?	•	•
4.4	What would constitute the most cost-effective organizational arrangement?	•	•

Recommendation

The recommendation of the study team is to select options 1, 2 and 3 for the external effectiveness evaluation in phase 2 of the evaluation of library services. These three options can all be undertaken by the same consultant or consulting firm. It is anticipated that the elapsed time to complete the effectiveness evaluation would be approximately six months. Investigation of the recommended options would be possible given the fiscal constraints on the evaluation.

The decision to conduct the final option, that of determining the optimal technological configuration of library services, is deferred until phase 3. Once the effectiveness of the program and its delivery are known, management will be in a better position to ascertain the need to enhance the technological capability of the libraries.

Appendix

Wholey (1977) and his colleagues at The Urban Institute pioneered an approach called evaluability assessment (EA) for carrying out a pre-evaluation analysis of a program. Rutman modified and adapted the EA for planning useful evaluations.

Evaluability assessment is a procedure entailing the analysis of documents and the conduct of interviews in order to develop a model of a program's components, outputs, objectives and effects. The EA provides some assurance that relevant variables are surfaced for inclusion in the evaluation. It also provides an opportunity to develop collaborative relationships with administrators and program staff.

The steps in carrying out an evaluability assessment are:

1. **Review program structure**

    1.1 prepare a program documents model

        1.1.1 list program components and objectives/effects
        1.1.2 prepare a flow model

    1.2 interview program personnel

        1.2.1 select who should be interviewed
        1.2.2 explain the EA procedure
        1.2.3 verify program documents model
        1.2.4 determine interviewees' views of the program

    1.3 undertake field work to examine program operations

        1.3.1 determine how the program is implemented
        1.3.2 identify the people served by the program
        1.3.3 verify objectives/effects

    1.4 develop evaluable program model

2. **Identify evaluation issues**

    2.1 review program documents
    2.2 interview major stakeholders
    2.3 identify:

        2.3.1 dimensions of the issues
        2.3.2 rationale for studying issues
        2.3.3 priority attached to each issue by decision makers

    2.4 place related issues under common theme

3. **Develop evaluation options**

    3.1 cluster issue groups into options
    3.2 establish the purpose(s) of each option
    3.3 elicit evaluation questions
    3.4 identify information requirements
    3.5 design evaluation procedures

4. **Recommend option(s) for evaluation**

    4.1 identify components and objectives/effects to be studied
    4.2 determine resources required
    4.3 produce terms of reference

For further elaboration of evaluability assessment, the reader is referred to the following publications.

Jung, S. M. and Schubert, J.G. Evaluability Assessment: A Two-Year Retrospective. ***Educational Evaluation and Policy Analysis***, 1983, ***5(4)***, 435-444.

Rutman, L. ***Planning Useful Evaluations: Evaluability Assessment.*** Beverly Hills: Sage Publications, 1980.

Rutman, L. and Mowbray, G. ***Understanding Program Evaluation.*** Beverly Hills: Sage Publications, 1983.

Wholey, J. S. Evaluability Assessment. In L. Rutman (Ed.) ***Evaluation Research Methods: A Basic Guide.*** Beverly Hills: Sage Publications, 1977, 41-56.